

DISARMING WORDS: PRE-SERVICE TEACHERS' PEDAGOGICAL APPROACHES IN CATAPULTING LANGUAGE SENSITIVITY TOWARD A HARMONIZED INSTRUCTIONAL PLAN

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Abstract

Words, as a double-edged sword, can make or break a child. As society and education progress, inclusivity in diversity has become the norm, mandating that academic institutions and educators become more responsive to progressive approaches in instructional delivery, thereby contributing further to SDG No. 4 (Quality Education) and statutory and regulatory requirements. However, limited studies highlight the need for preparatory practices to equip future educators to foster inclusive education. With that information, the study examines the pedagogical approaches of pre-service teachers in promoting language sensitivity practices among public secondary students during their internship program, employing a descriptive survey design in quantitative research. The study focuses on (i) the profile of pre-service teachers; (ii) their pedagogical approaches used, (iii) the significant difference in their practices, and (iv) the proposal of a harmonized instructional plan. Eighty (80) pre-service teachers, comprising 65 females and 15 males, who are deployed to public secondary schools in the City of Balanga and Bataan, Philippines, and who handle students in Grades 7 to 10, are purposively selected to serve as respondents for the survey. Upon validation and reliability assertion of the research instruments, data gathering commenced, assuring compliance with stringent research protocols (i.e., anonymity, consent, and data confidentiality). Descriptive and inferential statistics are employed to analyze the data. The findings reveal that pre-service teachers are predominantly female and typically handle higher grade levels (Grades 9 and 10), with a high utilization of approaches to promote language inclusivity. A significant difference in their practice is observed when grouped by sex, while there is no significant difference in terms of the year level handled. At the outset, a comprehensive, harmonized instructional plan is introduced.

Keywords: Harmonized Instructional Plan, Language Sensitivity, Pedagogical Approaches, Pre-Service Teachers.

INTRODUCTION

Teaching language sensitivity is crucial in today's interconnected world, where effective communication and mutual respect among diverse cultures are paramount. As global interactions increase, the need for intercultural communicative competence has become more evident, driving efforts to foster unity through diversity. However, challenges such as ethnocentric intercultural sensitivity and limited cultural exposure

can hinder these efforts, often leading to cultural misunderstandings and biases (Linares, 2023).

As pointed out by Wu and Gao (2025), teachers play a pivotal role in cultivating cultural sensitivity; however, they often face difficulties due to inadequate training and limited professional development opportunities. Effective teaching strategies must align with the cultural contexts of host schools, and tailored training combined with transformative learning initiatives can significantly mitigate these challenges. For instance, as Kazazoglu and Ece (2021) noted, teachers who are proficient in more than two languages tend to exhibit greater confidence in intercultural interactions, highlighting the positive impact of linguistic and cultural experiences on teaching efficacy.

Understanding and integrating cultural elements into language teaching can enhance language awareness and pragmatic usage. Pre-service and novice teachers who engage in culture-specific activities and utilize informative multicultural materials are better equipped to foster intercultural sensitivity in multicultural settings (Kazazoglu & Ece, 2021). Additionally, Arcagok and Yilmaz (2020) articulated that voluntary work in nongovernmental organizations has been shown to increase cultural sensitivity among pre-service teachers, underscoring the importance of experiential learning in teacher education.

Language sensitivity also extends to the interactions between teachers and students within the classroom. Positive language interactions, characterized by politeness and respect, can enhance language sensitivity, whereas negative interactions, such as bullying or culturally biased language, can diminish it (Quimosing-Ocay, 2023). Therefore, creating an inclusive and respectful classroom environment is essential for promoting language sensitivity.

Moreover, cross-cultural experiences are crucial for preparing language teachers to navigate diverse classrooms effectively. Teachers with extensive global experiences report increased linguistic skills, intercultural competence, and adaptability in their teaching approaches (Çelik, 2025). These experiences highlight the crucial role of international and cross-cultural engagement in shaping educators' capacity to comprehend and address the complexities of language teaching in a globalised world.

As highlighted by Aliwadang et al. (2024), incorporating cultural sensitivity into pedagogy can enhance learning outcomes and cultivate global citizenship skills necessary for navigating a multicultural world. By understanding learner needs, incorporating authentic materials, and promoting cultural sensitivity, teachers can create more inclusive and effective learning environments (Madkur et al., 2024).

Indeed, the concept of language sensitivity in education has garnered significant attention in recent years, particularly in the context of intercultural communication and language teaching. This literature review synthesizes findings from various studies to provide a comprehensive understanding of the importance, challenges, and strategies related to language sensitivity in educational settings.

In general, teaching language sensitivity requires a multifaceted approach that includes tailored training, experiential learning, and the integration of cultural elements into language teaching. By fostering an environment of respect and

inclusivity, educators can enhance intercultural communicative competence and prepare students to thrive in a diverse and interconnected world. By doing so, pre-service teachers are prepared for their future teaching careers, which mandate the use of appropriate languages of teaching and learning and inclusive education ([Republic Act No. 10533](#)), as well as fostering inclusivity and inclusiveness as part of the teaching standards ([DepEd Order No. 42, s. 2017](#)). Such ensures the attainment of quality education (SDG No. 4) because in order for pre-service teachers to foster higher standards of inclusivity in their future classes, they need to be trained in a way that fosters higher quality pre-service training for inclusive education, making the Pre-service Teacher Training Programs of the College of Education (COEd) of Bataan Peninsula State University-Balanga Campus (BPSU-BC) compliant with the guidelines set by the Commission on Higher Education (CHED) and the Department of Education (DepEd).

With that information and baselines in hand, the study's primary intention was to describe and analyze the pedagogical approaches of pre-service teachers in promoting language sensitivity practices among public secondary schools during their internship program. Specifically, it answered the following: (i) the profile of pre-service teachers described in terms of sex and year level handled; (ii) the level of pedagogical approaches used by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program in terms of contextualization, learning progression, interactive learning, and independent learning; (iii) the significant difference in the level of pedagogical approaches used by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program; and (iv) the proposal of a harmonized instructional plan promoting language sensitivity practices among pre-service teachers.

RESEARCH METHOD

Research Design

The descriptive-survey design of quantitative research was employed to describe and analyze the pedagogical approaches of pre-service teachers in promoting language sensitivity practices among public secondary schools during their internship program, aiming to develop a harmonized instructional plan (Figure 1). By collecting quantitative data to determine the profile of pre-service teachers, described in terms of sex and year level, and the pre-service teachers' pedagogical approaches in promoting language sensitivity practices, researchers gained in-depth insights into areas that needed improvement, which served as a basis for the output that was developed. Aside from describing the aforementioned data, the researchers also examined the significant differences in the level of pedagogical approaches used by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program. The data then served as a basis for developing and proposing a harmonised instructional plan to gain a comprehensive and holistic understanding of the pre-service teachers' pedagogical approaches in

promoting language sensitivity practices among public secondary students during their internship program.

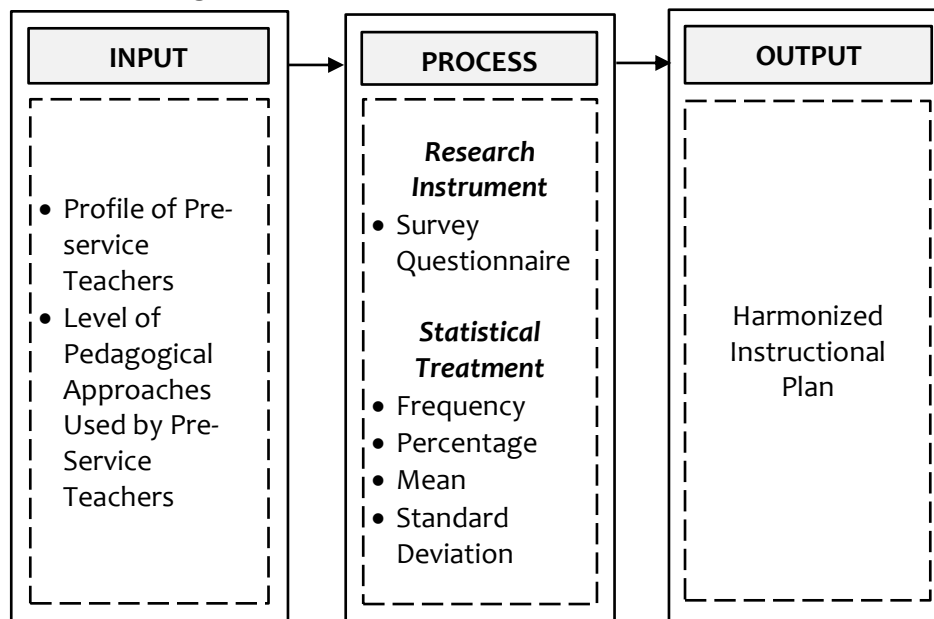


Figure 1. Conceptual Paradigm of the Study

Respondents

The study was conducted among public secondary schools, specifically junior high schools, within two school divisions: (i) the Schools Division of Balanga City and (ii) the Schools Division of Bataan, where the pre-service teachers were deployed, to understand their pedagogical approaches in promoting language sensitivity practices among public secondary students during their internship program comprehensively. The study employed a purposive sampling technique to select the sample, where pre-service teachers were chosen based on the study's purpose: to gather data on their practices in integrating pedagogical approaches to promote language sensitivity among students and to propose a harmonized instructional plan to improve these practices. At the outset, the study involved eighty (80) pre-service teachers, 65 females and 15 males, deployed to public secondary schools in the City of Balanga and Bataan, handling Grades 7 to 10 students. Eighty (80) pre-service teachers participated in the survey.

Instrument

The study also employed a researcher-designed survey questionnaire to gather the necessary data. The said instrument contained two parts: (i) the profile of pre-service teachers described in terms of sex and year level handled; and (ii) the level of pedagogical approaches used by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program in terms of contextualization, learning progression, interactive learning, and independent learning. Three experts validated the survey questionnaire. It garnered a content validity index (CVI) of 0.98. A dry run was conducted with 15 pre-service

teachers who were not part of the final pool of respondents, and the results were analyzed using Cronbach's Alpha. The alpha value of 0.9301 indicated that the developed items and the survey questionnaire as a whole were highly reliable for use among the target respondents.

Data Gathering Procedure

Before disseminating the surveys and conducting the surveys, an endorsement letter was solicited from the Supervising Instructors (SIs) of the pre-service teachers. Additionally, consent letters were sent to the pre-service teachers to gather the necessary information.

Ethical Considerations

Consent forms were obtained from pre-service teachers deployed to public secondary schools before the actual data collection. The researchers also ensured the anonymity of their identities and the confidentiality of the data gathered from them. The objectives of the study were carefully explained to them, outlining the extent of their participation in the research.

Statistical Treatment

The data gathered from the study were analyzed using SPSS v28 with the following statistical measures: descriptive statistics (i.e., frequency, percentage, mean, and standard deviation) and inferential statistics (i.e., t-test). The frequency and percentage were used to describe the profile of pre-service teachers in terms of sex and year level. Meanwhile, the mean and standard deviation were used to analyze the level of pedagogical approaches employed by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program in terms of contextualization, learning progression, interactive learning, and independent learning. Meanwhile, the t-test was applied to analyze the significant differences in the level of pedagogical approaches used by pre-service teachers in promoting language sensitivity practices in their respective classrooms during the internship program.

RESULTS AND DISCUSSION

Findings

Profile of the Pre-service Teachers

Table 1. Profile of the Pre-Service Teachers

Sex	Frequency	Percentage	Year Level Handled	Frequency	Percentage
Female	65	81.25	Lower Years (Grades 7 & 8)	35	43.75
Male	15	18.75	Higher Years (Grades 9 & 10)	45	56.25
Total	80	100.00	Total	80	100.00

Table 1 presents a detailed profile of pre-service teachers, focusing on two main criteria: sex and the year level at which they were placed during their teaching practice.

In terms of sex distribution, the data reveal that a significant majority of the pre-service teachers are female. Specifically, out of a total of 80 pre-service teachers, 65 are female, which constitutes 81.25% of the group. In contrast, there are 15 male pre-service teachers, making up 18.75% of the total. This indicates a notable gender imbalance within this sample, with females being substantially more predominant.

Regarding the year levels handled, the table shows that 43.75% of the pre-service teachers, which translates to 35 individuals, worked with lower-year students in Grades 7 and 8. Meanwhile, a larger proportion, 56.25%, corresponding to 45 pre-service teachers, gained experience teaching higher-year students in Grades 9 and 10. This suggests that more pre-service teachers in this dataset had the opportunity to teach older students compared to younger ones.

Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

Table 2. Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

Domains / Items	Mean	Std. Dev.	Interpretation
A. Contextualization	3.51	0.57	Highly Practiced
1. I teach language within various cultural settings to help my students understand and respect cultural differences in communication.	3.31	0.59	Highly Practiced
2. I show my students how to adjust their language use for different situations, such as formal events or casual conversations, to communicate respectfully and effectively.	3.88	0.33	Highly Practiced
3. I study how language has changed over time with my students to encourage the use of inclusive and respectful language today.	3.44	0.50	Highly Practiced
4. I examine how language is used in media with my students to help them identify stereotypes and understand their impact on perceptions.	3.69	0.47	Highly Practiced
5. I have my students practice using sensitive language through role-playing different real-life scenarios.	3.38	0.70	Highly Practiced
6. I observe how language varies among my students in academic, professional, and social settings to help them understand the need for tailored communication.	3.38	0.49	Highly Practiced
7. I teach language within various cultural settings to help my students understand and respect	3.50	0.62	Highly Practiced

cultural differences in communication.			
B. Learning Progression	3.35	0.66	Highly Practiced
1. I start with simple lessons on cultural awareness and gradually introduce more complex cultural differences as my students advance.	3.38	0.70	Highly Practiced
2. I progress from basic to more complex social interactions with my students to help them adapt their language use appropriately.	3.63	0.49	Highly Practiced
3. I teach my students the history of language early and then explore its influence on modern, inclusive language practices.	2.88	0.49	Practiced
4. I begin with basic media analysis tasks with my students and move to more critical evaluations to enhance their understanding of the media's impact on language.	3.38	0.70	Highly Practiced
5. I begin with simple role-playing scenarios for my students and gradually increase the complexity to challenge their language sensitivity in diverse contexts.	3.31	0.69	Highly Practiced
6. I begin by comparing my students' language use and progress to more detailed analyses as they improve.	3.25	0.67	Practiced
7. I guide my students from initial reflections to more in-depth self-assessments, helping them improve their language sensitivity over time.	3.63	0.60	Highly Practiced
C. Interactive Learning	3.12	0.72	Practiced
1. I have my students interact directly with diverse cultural perspectives to enhance language sensitivity.	3.19	0.64	Practiced
2. I encourage my students to share and compare their language experiences in different contexts to promote mutual understanding.	3.44	0.61	Highly Practiced
3. I organize workshops on language evolution that encourage active participation and discussion among my students.	2.50	0.71	Less Practiced
4. I have my students collaboratively evaluate language use in various media forms to foster critical thinking and debate.	3.13	0.79	Practiced
5. I have my students practice and refine language sensitivity skills in a dynamic and supportive classroom environment.	3.06	0.56	Practiced
6. I develop exercises that require my students to compare language use across contexts to deepen understanding.	3.19	0.64	Practiced
7. I encourage group discussions and feedback on	3.31	0.69	Highly Practiced

language use among my students to foster continuous improvement and self-awareness.			
D. Independent Learning	3.31	0.79	Highly Practiced
1. I motivate my students to research cultural contexts independently to deepen their understanding of language differences.	3.13	0.86	Practiced
2. I task my students with analyzing and adapting their language use in various situations to develop self-reliance in communication skills.	3.13	0.79	Practiced
3. I guide my students to explore the historical evolution of language independently, allowing them to reflect on its impact on inclusivity.	2.88	0.70	Practiced
4. I encourage my students to critically analyze media representations of language to understand its impact on them.	3.50	0.71	Highly Practiced
5. I offer scenarios for independent role-playing exercises to help my students practice and refine language sensitivity skills.	3.56	0.71	Highly Practiced
6. I assign tasks that require my students to independently compare language use across different contexts, thereby developing their practical communication skills.	3.44	0.79	Highly Practiced
7. I encourage regular self-reflection on personal language use to help my students independently assess and improve language sensitivity.	3.56	0.71	Highly Practiced
Composite	3.32	0.70	Highly Practiced

Legend: 1 (1.00-1.75, Never, Not Practiced); 2 (1.76-2.50, Seldom, Less Practiced); 3 (2.51-3.25, Often, Practiced); 4 (3.26-4.00, Always, Highly Practiced)

Table 2 provides an overview of the pedagogical approaches employed by pre-service teachers to foster language sensitivity practices during their internship program. It is structured into four key domains: contextualization, learning progression, interactive learning, and independent learning.

In the Contextualization domain, the overall score (Mean = 3.51; SD = 0.57) indicates that these practices are highly prevalent. Each item within this domain also falls under the "highly practiced" category. For instance, "I teach language within various cultural settings to help my students understand and respect cultural differences in communication" has a score of (Mean = 3.31; SD = 0.59). Another example is "I show my students how to adjust their language use for different situations, like formal events or casual talks, to communicate respectfully," which has a notably higher score (Mean = 3.88; SD = 0.33). Other items include studying language changes over time (Mean=3.44; SD=0.50), examining language use in media (Mean=3.69; SD=0.47), practicing sensitive language through role-playing (Mean=3.38; SD=0.70), looking at language variations across different settings (Mean=3.38; SD=0.49), and again teaching language within cultural settings (Mean=3.50; SD=0.62).

For the Learning Progression domain, the overall score is (Mean = 3.35; SD = 0.66), suggesting that these practices are highly prevalent as well. However, there are exceptions within this domain. For example, "I teach my students the history of language early, then explore its influence on modern, inclusive language practices" has a score of (Mean = 2.88; SD = 0.49), indicating that it is practiced but less frequently compared to others. Another item, "I begin by comparing my students' language use and progress to more detailed analyses as they improve," has a score of (Mean = 3.25; SD = 0.67), also categorized as practiced. Other items in this domain include starting with simple lessons on cultural awareness (Mean=3.38; SD=0.70), progressing from basic to complex social interactions (Mean=3.63; SD=0.49), beginning with basic media analysis tasks (Mean=3.38; SD=0.70), starting with simple role-playing scenarios (Mean=3.31; SD=0.69), and guiding students from initial reflections to deeper self-assessment (Mean=3.63; SD=0.60).

The Interactive Learning domain has an overall score of (Mean = 3.12; SD = 0.72), indicating that these practices are generally employed. This domain shows more variability. For instance, "I organize workshops on language evolution that encourage active participation and discussion among my students" has a score of (Mean = 2.50; SD = 0.71), categorized as less practiced. Items such as "I have my students interact directly with diverse cultural perspectives to enhance language sensitivity" and "I have my students collaboratively evaluate language use in various media forms to foster critical thinking and debate" are practiced, with scores of (Mean=3.19; SD=0.64) and (Mean=3.13; SD=0.79), respectively. Other items include encouraging students to share and compare their language experiences (Mean=3.44; SD=0.61), practicing and refining language sensitivity skills in a supportive environment (Mean=3.06; SD=0.56), developing exercises that require students to compare language use across contexts (Mean=3.19; SD=0.64), and encouraging group discussions and feedback on language use (Mean=3.31; SD=0.69).

In the Independent Learning domain, the overall score (Mean = 3.31; SD = 0.79) indicates that these practices are highly prevalent. Most items in this domain are highly practiced. For example, "I encourage my students to analyze media representations of language to understand its impact critically" has a score of (Mean = 3.50; SD = 0.71). Other highly practiced items include offering scenarios for independent role-playing exercises (Mean = 3.56; SD = 0.71), assigning tasks that require independent comparison of language use across contexts (Mean = 3.44; SD = 0.79), and encouraging regular self-reflection on personal language use (Mean = 3.56; SD = 0.71). Items such as "I motivate my students to research cultural contexts independently to deepen their understanding of language differences," "I task my students with analyzing and adapting their language use in various situations to develop self-reliance in communication skills," and "I guide my students to explore the historical evolution of language independently to reflect on its impact on inclusivity" are practiced, with scores of (Mean=3.13; SD=0.86), (Mean=3.13; SD=0.79), and (Mean=2.88; SD=0.70), respectively.

Overall, the composite score across all domains is (Mean = 3.32; SD = 0.70), indicating that pre-service teachers highly practice the pedagogical approaches. This summary highlights that while there is a generally high level of practice across these

domains, there is some variability in the frequency of specific practices, particularly within the Interactive Learning domain.

Comparison of the Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

Table 3. Comparison of the Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

Profile	Group	Mean	SD	t-value	p-value	Remarks	Decision
Sex	Female	3.29	0.31	-2.07	0.04	Significant	Do Not Accept H_0
	Male	3.45	0.28				
Year Level Handled	Lower Years (Grades 7 & 8)	3.30	0.36	-0.54	0.59	Not Significant	Do Not Reject H_0
	Higher Years (Grades 9 & 10)	3.34	0.26				

Table 3 provides a comparative analysis of the pedagogical approaches employed by pre-service teachers to foster language sensitivity in their classrooms during an internship program. For the sex profile, female pre-service teachers have a mean score of 3.29 with a standard deviation of 0.31, while their male counterparts have a slightly higher mean score of 3.45 with a standard deviation of 0.28. The t-value of -2.07 and a p-value of 0.04 indicate a statistically significant difference between the two groups, leading to the decision to reject the null hypothesis (H_0), which suggests that there is a meaningful difference in the approaches used by female and male pre-service teachers; that male pre-service teachers outperformed their female counterparts. In contrast, when comparing the year levels handled, the mean scores for the lower years (Grades 7 and 8) and the higher years (Grades 9 and 10) are 3.30 and 3.34, respectively, with standard deviations of 0.36 and 0.26. The t-value of -0.54 and a p-value of 0.59 indicate that there is no statistically significant difference between these groups, leading to the decision not to reject the null hypothesis. This implies that the pedagogical approaches used for different grade levels do not significantly vary. Overall, the analysis highlights the impact of sex on teaching practices while suggesting consistency in approaches across different grade levels.

Proposed Harmonized Instructional Plan Promoting Language Sensitivity Practices among Pre-Service Teachers

Table 4. Proposed Harmonized Instructional Plan Promoting Language Sensitivity Practices among Pre-Service Teachers

Objectives	Activities	Learning Areas	Target Competency	Resources Needed	Approaches to Apply	Expected Output / Outcome	Success Indicators
To enhance awareness and understanding of language sensitivity among pre-	Workshop on Language Sensitivity	English, Filipino, Social Studies	Understanding of language diversity and sensitivity	Training materials, Guest speakers	Contextualization, Interactive Learning	Increased awareness and understanding of language sensitivity	Pre-service teachers can identify and explain language sensitivity issues

service teachers							
To develop skills in applying language sensitivity practices in teaching	Role-playing activities, Lesson planning, Debates on language diversity, Creative writing focusing on language sensitivity, Analysis of literature with diverse language use	English, Filipino, Social Studies	Application of language sensitivity in teaching	Lesson plan templates, Classroom scenarios, Literature samples	Learning Progression, Interactive Learning	Improved skills in applying language sensitivity practices	Pre-service teachers can demonstrate language sensitivity in their lesson plans and teaching
To foster a positive attitude towards language diversity and sensitivity	Group discussions, Reflective journaling, Research projects on language and cultural diversity, Role-playing historical events involving language conflicts, and Group presentations on the impact of language policies	English, Filipino, Social Studies	Appreciation of language diversity and sensitivity	Journal prompts, Discussion guides, Research materials	Independent Learning, Contextualization	Positive attitude towards language diversity and sensitivity	Pre-service teachers show respect and appreciation for language diversity in their reflections and discussions
To integrate language sensitivity practices into the curriculum	Curriculum mapping, Lesson Implementation	English, Filipino, Social Studies	Integration of language sensitivity in the curriculum	Curriculum maps, Lesson materials	Contextualization, Learning Progression	Integrated language sensitivity practices in the curriculum	The curriculum and lessons reflect language sensitivity practices
To assess the effectiveness of language sensitivity practices in teaching	Peer observations, Self-assessments	English, Filipino, Social Studies	Assessment of Language Sensitivity Practices	Observation forms, Self-assessment guides	Independent Learning, Interactive Learning	Effective assessment of language sensitivity practices	Pre-service teachers can evaluate their own and others' language sensitivity practices

Table 4 presents the proposed Harmonized Instructional Plan, which is designed to cultivate language sensitivity practices among pre-service teachers through a structured and comprehensive approach. The plan is built around five key objectives, each targeting a different aspect of language sensitivity.

The first objective aims to enhance awareness and understanding of language diversity and sensitivity. This foundational objective is crucial as it sets the stage for recognizing the importance of language sensitivity in educational settings. Workshops

and training materials are utilized to introduce these concepts, ensuring that pre-service teachers grasp the fundamental principles of language sensitivity.

The second objective focuses on developing practical skills in applying language sensitivity practices in teaching. This objective is essential for translating theoretical knowledge into actionable teaching strategies. Activities such as role-playing, lesson planning, debates, creative writing, and literary analysis are employed to provide hands-on experience. These activities are tailored to different learning areas, including English, Filipino, and Social Studies, to ensure that pre-service teachers can apply language sensitivity across various subjects. By engaging in these activities, teachers can practice and refine their skills in a supportive environment, preparing them for real-world classroom scenarios.

The third objective aims to foster a positive attitude towards language diversity and sensitivity. This objective is vital for creating an inclusive and respectful classroom environment. Group discussions, reflective journaling, research projects, and role-playing historical events are used to explore attitudes and biases. These activities encourage pre-service teachers to reflect on their perspectives and develop a more open and accepting mindset toward language diversity. This objective emphasizes the importance of teachers' attitudes in shaping their teaching practices and interactions with students.

The fourth objective involves integrating language sensitivity practices into the curriculum. This objective ensures that language sensitivity is not just an add-on but a fundamental part of the teaching process. Curriculum mapping and lesson implementation activities help pre-service teachers see how language sensitivity can be woven into their teaching materials and methods. By integrating these practices into the curriculum, teachers can consistently apply and reinforce language sensitivity in their teaching.

The fifth and final objective is to assess the effectiveness of language sensitivity practices in teaching. Assessment is crucial for understanding the impact of these practices and making necessary adjustments to improve their effectiveness. Peer observations and self-assessments are used to evaluate the effectiveness of language sensitivity practices. These activities provide pre-service teachers with insights into their teaching methods and areas for improvement, enabling them to refine their approach to language sensitivity continually.

The plan employs various educational approaches, including contextualization, learning progression, interactive learning, and independent learning, to ensure comprehensive and practical learning. Contextualization relates language sensitivity to real-world contexts, making it more relevant and understandable. Learning progression ensures that learning builds upon previous knowledge, gradually increasing in complexity and depth. Interactive learning encourages active participation and engagement, enhancing the learning experience. Independent learning promotes self-directed learning, allowing pre-service teachers to explore topics at their own pace and depth.

The expected outcomes of the plan include increased awareness, improved skills, positive attitudes, integrated curriculum practices, and practical assessments. Success indicators are designed to measure these outcomes, ensuring that the

objectives are met and that pre-service teachers are well-equipped to apply language sensitivity practices in their teaching careers. Overall, the plan offers a comprehensive approach to cultivating language sensitivity among pre-service teachers, integrating theoretical knowledge with practical application and promoting a positive and inclusive attitude towards language diversity.

Analysis/Discussion

Profile of the Pre-Service Teachers

A significant majority of the pre-service teachers are female, indicating a notable gender imbalance, with females being substantially more predominant. In terms of teaching experience, a larger proportion of pre-service teachers had the opportunity to teach higher-year students compared to those who taught lower-year students. This suggests that more interns gained experience with older students, highlighting a trend toward teaching higher grade levels during their practice.

The results, which show a predominance of female pre-service teachers, align with [Tašner et al. \(2017\)](#), who emphasize that women's entry into teaching is influenced by their perception of the profession as a caring vocation that balances life and work priorities. Additionally, the greater teaching experience with higher-year students reflects the trend noted by [Boyle et al. \(2023\)](#), where secondary pre-service teachers may have different exposure and attitudes compared to primary teachers, highlighting the importance of tailored training to address the specific needs and experiences of pre-service teachers across grade levels.

Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

The pre-service teachers generally exhibit a high level of engagement across four key domains: contextualization, learning progression, interactive learning, and independent learning, as they apply their pedagogical approaches to promote language sensitivity practices. In the Contextualization domain, practices are highly utilized, with teachers frequently integrating cultural settings and situational language adjustments into their lessons. The Learning Progression domain also shows a high level of practice, although some specific approaches, such as teaching the history of language early on, are less frequently employed. Interactive Learning exhibits more variability, with specific activities, such as workshops on language evolution, being less common, while other interactive practices are more regularly implemented. In the Independent Learning domain, most practices are highly adopted, particularly those involving media analysis and self-reflection. However, some tasks related to independent research and historical exploration of language are practiced less frequently. Overall, the composite analysis indicates that pre-service teachers generally employ these pedagogical approaches extensively, with some variability observed in the Interactive Learning domain.

The results demonstrating high engagement of pre-service teachers in contextualization and independent learning align with [Kazazoglu and Ece \(2021\)](#), who highlight the value of integrating cultural elements and multicultural materials to enhance language awareness and intercultural sensitivity. The variability observed in interactive learning practices suggests a need to strengthen experiential and

collaborative activities, which resonates with [Arcagok and Yilmaz's \(2020\)](#) findings on the benefits of hands-on experiences, such as voluntary work, for deepening cultural sensitivity. Overall, the emphasis on language sensitivity in these pedagogical approaches supports ([Aliwadang et al., 2024](#); [Pradhan, 2021](#)) underscores its role in fostering inclusive, respectful, and culturally aware learning environments.

Comparison of the Level of Pedagogical Approaches Used by Pre-Service Teachers in Promoting Language Sensitivity Practices in Their Respective Classrooms During the Internship Program

The analysis of pedagogical approaches by pre-service teachers reveals that male teachers tend to employ language sensitivity practices more effectively than their female counterparts, as indicated by statistically significant differences in their mean scores. However, when comparing teaching approaches across different grade levels, there is a notable consistency, with no significant variation between lower and higher grades, suggesting the uniform application of these pedagogical strategies regardless of the student's year level.

The finding that male pre-service teachers employ language sensitivity practices more effectively than females, alongside the consistent application of these practices across grade levels, highlights the importance of integrating cultural sensitivity into pedagogy to enhance learning outcomes and create inclusive environments, as emphasized by [Madkur et al. \(2024\)](#) and [Aliwadang et al. \(2024\)](#).

Proposed Harmonized Instructional Plan Promoting Language Sensitivity Practices among Pre-Service Teachers

The proposed Harmonized Instructional Plan provides a comprehensive and systematic framework for developing language sensitivity among pre-service teachers, addressing awareness, practical skills, attitudes, curriculum integration, and assessment. Its multifaceted approach—combining workshops, interactive activities, reflective exercises, and continuous evaluation—ensures that future educators not only understand the importance of language diversity but also effectively apply inclusive practices across various subjects. By embedding language sensitivity into both mindset and pedagogy, the plan promotes a culturally responsive teaching environment that prepares teachers to foster respect and inclusivity in diverse classrooms, ultimately contributing to more equitable educational experiences for all students.

CONCLUSIONS

The following are the key findings incurred from the data gathered: (i) among pre-service teachers, females are predominant and those handling higher-year students (Grades 9 and 10); (ii) pre-service teachers demonstrate a high level of engagement in employing pedagogical approaches to promote language sensitivity, particularly in contextualization, learning progression, and independent learning, though with some variability in interactive learning practices; (iii) male pre-service teachers are generally more effective in employing language sensitivity practices compared to their female counterparts while teaching approaches remain consistent across different grade levels; and (iv) a Harmonized Instructional Plan is proposed to

effectively equip pre-service teachers with the knowledge, skills, and attitudes necessary to foster language sensitivity and inclusivity in diverse educational settings.

Meanwhile, the following are the corresponding recommendations made for the conclusions incurred from the data gathered: (i) the COEd may develop targeted professional development programs for pre-service teachers during their pre-deployment orientation seminar (PDOS) by offering specialized training sessions to help them address specific challenges and opportunities to better practice language sensitivity during their internship program; (ii) the COEd may enhance interactive learning opportunities by integrating more interactive modules and peer collaboration activities into the curriculum for pre-service teachers; (iii) the COEd may create a sharing activity for best practices where male pre-service teachers can guide their peers on effective language sensitivity practices; (iv) the COEd may pilot the Harmonized Instructional Plan in teacher education programs and gather feedback from both pre-service teachers and instructors to refine and optimize its effectiveness before wider implementation; and (v) a further research and extension project may be facilitated further to sustain higher-level language sensitivity practices among pre-service teachers and for further collaboration with partner institutions.

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